DOCUMENT RESUME

ED 083 990 LI 004 529

AUTHOR	Bender, David R., Ed.
TITLE	Issues in Media Management 1973.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE	Dec 73
NOTE	64p.; (22 references)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Budgets; Communication (Thought Transfer); *Instructional Media; Management; Media Specialists; Media Technology; Nonverbal Communication; *School Libraries; Workshops

ABSTRACT

In the recent decades the library/media field has experienced startling advancements. The growth and development of sophisticated programs for media services have become an integral part of the school's instructional programs. In support of these school-based programs are the resources (both human and non-human) of the central office facilities of each local educational agency. Changing educational patterns at the national, state, and local levels have produced new opportunities and new challenges. Therefore, at the request of a group of media supervisors, a series of workshops was undertaken. This publication is a result of these three sessions. The following topics are included in this document: "Leadership implications of the unified media concept," "The role of supervisor in the unified media program," "Planning school library media programs and budget," "A planning process for school library/media programs," "How to communicate with practically everybody about practically everything," and "The significance of nonverbal communication." (Author/SJ)

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ISSUES IN MEDIA MANAGEMENT 1973

David R. Bender, Editor

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF LIBRARY DEVELOPMENT
AND SERVICES
SCHOOL MEDIA SERVICES SECTION

LI 004 529

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FOREWORD

In the recent decades the library/media field has experienced startling advancements. The growth and development of sophisticated programs for media services have become an integral part of the school's instructional programs. In support of these school-based programs are the resources (both human and non-human) of the central office facilities of each local educational agency.

Changing educational patterns at the national, state, and local levels have produced new opportunities and new challenges. Therefore, at the request of a group of Media Supervisors, a series of workshops was undertaken. This publication is a result of these three sessions.

The Maryland State Department of Education feels that it is one of its responsibilities to provide inservice education to local school personnel. Through these experiences it is hoped that the students of the State will receive improved instructional opportunities. Since the media program is a part of the total instructional package, whatever affects one will have an impact on the other.

As the series planner and Assistant Director of the Division of Library Development and Services, I would like to express the Department's appreciation to all those who participated in providing time, direction, ideas, support, and all their cooperation and patience throughout the series. Special appreciation is extended to the Anne Arundel County School System, Media Services Division, and Mrs. Cora Kenney for their cooperation in providing this media leadership experience.

It is, therefore, the Division's desire that this publication will stimulate further study and provide some direction for improving programs of service in the media field in the schools of our State. The issues covered in this document are only several of the concerns of media managers. It is also hoped that this series of workshops will be continued.

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LEADERSHIP IMPLICATIONS OF THE UNIFIED MEDIA CONCEPT

During recent decades an impressive number of educational changes have been made and some of these developed into national movements. We ungraded, team taught, reformed curriculum, and experimented with all manner of educational technology. As we look back upon all of this we realize that much of this change was illusory; we had changed many things, but not really changed education, the schools, or school library/media centers. In some schools and libraries there were differences; perhaps changes were effective. In many cases, however, the label of change was merely applied, like a hasty bit of cosmetic surgery. In too many situations we saw nongraded schools with grades; differentiated staffing which meant only adding a paraprofessional; team teaching without real teams, and team planning, and team evaluation; or visual literacy with film making equipment added but without proper orientation and understanding of the concept; or school library supervisors who were keepers of the status quo. Initial excitement often ended in stalemate.

This is as true of media developments and innovations as is it of other so-called educational reforms. We have renamed the school library, as we knew it in School Libraries for Today and Tomorrow[1] and in Standards for School Library Programs,[2] changing it to media center in Standards for School Media Programs,[3] and the revision in process. We defined the media program, set standards, considering staff and services, selection and organization of materials, and quantitative standards for resources and facilities. Then went on to delineate "Supplemental Services for the School Media Program." We relegated the factor most imperative to the development of the whole media concept, the planning and direction of this entire area, media program, to supplemental

services. School districts, large, medium, and small, rural and urban, all over this nation, have not quite adjusted to, or set in motion, the unified media concept, the school media program, because there was then, and there is now, insufficient leadership to augment a program.

I recognize, as you do, that in certain areas of this United States media programs are developed, are underway, with fine supervisory personnel, but they have been years in the making.

This is borne out in Mary Lee Bundy's document, The School Library Supervisor and Her Situation: "For the school library supervisor is normally not an administrator with direct power to influence activities and developments."[4] Essentially the study points out supervisory concern with broadening the library base to include newer media, "to equate progress simply with more comprehensive control of nonbooks as well as books--to swell the inventory, and so to add films, records, and tapes."[5] Effective leadership, then, has not been evident in the quantity or totality needed to produce a school library media program of the vigor and viability which is needed in today's educational scene.

LEADERSHIP -- A DEFINITION

Throughout history the writings of men have attempted to explain leadership, as evidenced in the great man theory, the cultural trends theory, the trait concept (i.e. intelligence, scholarship, knowledge, personality), and the situational or emerging theory (leadership as a reflection of interaction in the situation). General studies incorporating small group research studies into integrating theories of group behavior and leadership have been made. A number of studies in education dealing with dimensions of leadership have relied heavily on The Ohio State University Leadership Studies and the instrument which emerged from the studies, the Leadership Behavior Description Questionnaire, (LBDQ).[6,7] From it and the variations on it comes this definition by James Lipham: "Leadership is the initiation of a new structure or procedure for accomplishing an organization's goals or objectives or for changing an organization's goals or objectives."[8] Two fundamental dimensions of leadership have been advanced, initiating structure (establishing organizational patterns, procedures, communications) and consideration (establishing friendly relations between the leader and the group).[9] These two dimensions, concern for people and concern for getting

the job done, are adequately supported in the literature of educational administration.[10] It is the leader who maximizes both dimensions and who has control over, and the effective use of, resources,[11] using them within the normative procedures of decision-making in the system.

The person in the leadership role, the leader, tends to be a focal point of the interaction structure in the system. The closer he is to the center of the interaction network of the system (centrality), the higher his rank will be in the system.

PRESCRIPTION FOR LEADERSHIP

It is clearly evident that the unified media program, as it is tentatively set forth in the revision of our joint national standards, and the new district level standards dictates that expertise in the leadership role is essential. Frequently there is a gap between the authority for leadership by virtue of position and the ability for leadership. To simply say that the supervisor is responsible begs the issue. There must be a recognition of the present-day leadership role accompanied by a generating and ordering of supervisory goals.

Given the condition of effective leadership, the director of the media program uses this leadership to produce the desired change and to develop a superior program for children and young people. Change should not be viewed as a win or lose proposition. Rather it is a problem-solving method, directed at improving susceptibility to change and moving from satisfaction with the present condition to mutual interaction.

Change takes place in an atmosphere in which the supervisor works with the library/media specialists, media specialists with other media specialists and their staff, and media specialists with teachers and students to focus on improving the media program and educational program or to initiate new programs with a new thrust. The leader (supervisor or director) displays creativity,[12] using the creativity of his staff, as well, to establish attainable goals and adopt new ideas. This calls for utilizing, in new ways, ideas already available or styles already being implemented. Skillful leadership is mandated if we are to promote creativity and change with a minimum of stress and with tolerance for mistakes.

When we speak of organizing a complete, unified media program today, what are we telling ourselves? Where are we heading? What are the most effective procedures for creating the unified

media program in each building in each district? Have we backed up our points of view? There is little in the literature to guide us, except the Standards which indicate where we should be but do not tell us how to get there. We simply can't get by with statements like, "We already know that a school library media center is superior," or "Anyone who has supervised knows that," or "We'll combine our audio-visual and library departments."

What is clearly suggested, in each district, is a thorough analysis of the direction we should proceed to achieve a functional unified media program. Fresh kinds of thinking are required. Skills are needed for dealing with the administration, the schools, the staff, and the community. For you as a supervisor to understand and know the direction and goal of this concept is only the beginning. This concept must be comprehended and accepted by the superintendent, the board of education, and the entire school community. The district as a whole, staff and parents and children, must be aware and oriented.

The use of radio or television spot announcements, such as those designed by AASL, might be one method for reaching people. Local radio stations offer public service time and reach a wide audience. Another method might be to arrange participation in local service clubs and neighborhood groups which provide contact with the leaders of the community at large. (Cleveland, for example, received funds to initiate libraries, funds for a collection of Spanish materials and rocking chairs for elementary libraries from local clubs and business leaders in this way).

The unified media program, if it is to be initiated where there has been neither library nor audiovisual program, or where it is to be re-oriented, calls for leadership in a range of activities, all of which focus on ultimate benefits to the individual learner.

ACTIVE LEADERSHIP IS NEEDED TO:

Access needs, whether it be staff, materials, programs;
Engage in task analysis;
Develop staff competence and realign staff development programs and staff responsibilities, including the paraprofessional and volunteers;
Delineate behavioral or performance objectives;

Consider emerging social responsibilities;
Implement cooperative working arrangements with other institutions;
Provide a supervisory, facilitating service, emphasizing new patterns of service;

Participate in instructional design, media design, and communication networking;
Understand the kinds and sources of data and evaluation, cooperating with established research divisions in your own school system;

Devise an organizational structure, harmonious with district and building level emphasis, acceptable to educators and citizens alike;
Assure flexibility in structure and program;
Interpret the program and services to the local school staff, administration, and community and to the state and regional level as well.

These responsibilities are in addition to the many other responsibilities presented in the two sets of standards. This is what is required in a unified district level program. Isn't it a staggering assignment?

RECOMMENDATIONS FOR ACTION

Few districts or regions will be able to initiate or proceed in the full range and depth suggested by the Standards. What, then are some recommendations for action, some first steps if you will?

As a director, or supervisor, you must:

1. Be a member of the management team, in order that you understand the goals of the school district or region, that you identify the unified media center goals and functions consistent with district educational goals, maintaining and cultivating an appropriate relationship with other directors/supervisors, assistant superintendents, and the superintendent who can help you achieve a forward thrust.

   Let me illustrate from the city which I represent and know best. Our Assistant Superintendent for Curriculum and Instruction has organized a "Curriculum Cabinet," comprised of representatives from General Studies, the Arts,

Compensatory Education, Special Education, Major Work, Vocational Education, Physical Welfare, and School Libraries. We meet one afternoon a week for two hours and often with the Superintendent to share our concerns, discuss activities (such as the Supervisor's Continuing Seminar), re-examine concepts, plan for change, develop supervisory seminars, review legislation, and meet with the Education Committee Chairman from the Board of Education. It is here that all the Divisions hear about library/media centers and where I hear about the whole spectrum of Cleveland educational concerns. It is in this group, or a similar group, where you would begin to develop an awareness of a new unified media program or re-orientation of an existing program.

2. Communicate, at appropriate times, with your immediate supervisor, the professional problems, the direction and goals of the overall unified media program in relation to the entire educational process. Seek his advice, his criticism, and his help, for he sees the program in broad perspective. Improve, in quality and quantity, your communication with the superintendent.

3. Involve the staff in the decision-making process, for it is through these people that program goals of the unified media center will be attained. Goals, both long-range and short-range, necessitate staff commitment and involvement.

4. Develop a broad pattern for your district, which is workable within the budget limitations and administrative guidelines of your district. This may mean a new focus for members of your supervisory staff--perhaps assign them by area of concern not by grade levels or organizational patterns but by selection, program, administration, etc.

5. Establish priorities, linked to your goals and needs assessments. Obviously, you will not be able to develop processing services, production facilities of various types, or equipment analysis all at one time. Determine the priority; plan carefully to implement that priority. Then proceed to evaluate and reevaluate priorities because in this way we resist undesirable change and facilitate desirable change.

FOCUS ON YOUR COMPETENCE

As you seek to identify your leadership role and your goals, I trust that one of the conclusions reached in the Bundy study will not be true for you. Bundy says:

> As one seeks further to identify the change propensity of school librarianship, with its stress on the expansion in media, the important preoccupations center upon organizational strategies for influencing who, what, and where such collection responsibilities will reside. But as the enlarged school library or learning resources or multimedia center program grows, the more essential issue is evaded or avoided. This is the focus upon the client. For here is where change might more genuinely be sought and it is here that it is seldom to be found. The thoughtful observer is left with the nagging question as to whether the present syndrome of expanding collections to include nonprint media will lead ultimately to a more mature and professional role for the school library. Or whether the field may be entrenching itself more deeply into a hole from which it will be increasingly more difficult to extricate itself.[13]

Through all of the organizational structuring, with due consideration for variations in learning styles and in instructional strategies, the unified school media program and the director and/or supervisor with system-wide responsibility needs to remember that he has an authentic commitment to the child and his learning. He must know the curriculum and learning concepts. He must know the child. He must devise strategies to implement and reinforce educational patterns. This dictates that the director, the leader, must be a person who is self-renewing and inquiring, utilizing new findings for studying both children and media in order to develop new approaches to shared concerns.

As a facilitator, the director stimulates and assists staff at the district level and at the building level to be creative and experimental. Since he is skilled in personnel management and organizational planning, he identifies staff development procedures, providing a continuum of experiences, from pre-service to inservice or continuing education. The director, implementing the unified media concept, develops meaningful involvement of staff in the decision-making process and in the change process. As a supervisor, director, leader, draw a circle around what you can do, so that you give both focus and

power to your energy output. Learn to use yourself in such a way that what you do makes a difference.[14] Accept your role as a leader in the unified media program with the sensitivity and vitality that it deserves, for it is only in this way that you will bring about change in the structure and change in the people. This is what leadership is all about.

FOOTNOTES

[1]School Libraries for Today and Tomorrow. (Chicago: American Library Association, 1945).

[2]Standards for School Library Programs. (Chicago: American Library Association, 1960).

[3]Standards for School Media Programs. (Chicago: American Library Association, National Education Association, 1969).

[4]Mary Lee Bundy. The School Library Supervisor and Her Situation. (Washington: Office of Education, 1970), p. 73.

[5]Ibid., p. 75.

[6]The Leadership Behavior Description Questionnaire developed by the Personnel Research Board at The Ohio State University. A description of it is found in John K. Hemphill and Alvin E. Coons, Leadership Behavior Description. Personnel Research Board, The Ohio State University. (Columbus: The University, 1950).

[7]A brief summary may be found in Thomas J. Sergiovanni and Robert J. Starratt, Emerging Patterns of Supervision: Human Perspectives. (New York: McGraw-Hill, 1971), pp. 89-91.

[8]James Lipham, "Leadership and Administration," in National Society for the Study of Education, Behavioral Science and Educational Administration, 1964 Yearbook, (Chicago: The Society, 1965), p. 122.

[9]Ralph B. Kimbrough, Administering the Elementary Schools, Concepts and Practices. (New York: Macmillan Company, 1968), p. 102.

[10]A summary of this may be found in table form in Sergiovanni, op. cit., p. 104.

[11]Resources are defined as the "Tangible and intangible things that people believe to be important in meeting their needs." Kimbrough, op. cit., p. 104.

[12]Creativity is operationally defined as "an expression which includes proposing, developing, and implementing new and better solutions to educational problems." Sergiovanni, op. cit., p. 157.

[13]Bundy, op. cit., p. 75.

[14]Jack R. Frymier, "The Supervisor and His Professional Identity," in The Supervisor, New Demands, New Dimensions. (Washington, D. C.: Association for Supervision and Curriculum Development; 1969).

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THE ROLE OF SUPERVISION IN THE UNIFIED MEDIA PROGRAM

Members of the professional community of school supervisors have been more concerned with being assured of having the right answers rather than with discovering whether or not they have been asking the right questions. In substantial measure, the conceptual framework of system-level supervision has been derived, rather than created. It is a mindless pragmatism that accepts what is given, rather than determining what is needed. We have constructed bureaucratic systems, the success or failure of which we cannot measure with any degree of validity or sophistication. We all recognize that there is some inadequacy in the present state of affairs. Perhaps, some of us will agree that "We have met the enemy, and he is us."

It is logical to search for symptoms of dysfunctional operations. Of these, there may be three major ones worth discussing in detail: 1) The "amassing things" trap, 2) The "assumed-role-of-media-specialist" delusion, and 3) The mismanagement of professional energies and human effectiveness syndrome.

1) For an historic period of time we have concentrated enormous energies on the amassing of things rather than on the resultant impact of such accumulation. We have struggled to obtain ever larger collections, bigger facilities, and more abundant technologies. Although we have sought the professional personnel to functionalize this block building, in most cases, we have succeeded only in acquiring the things but not the people. Such staff positions, as were approved, were so few and so far between that one could only look around and, with great respect, acknowledge a "period of miracles." I would in part chastise those professionals who worked as if they were five people -- they have left us a heavy responsibility and an image we can no longer emulate.

As we waged the battle of accumulation, we almost lost the war of education. Often we have been guilty of an overstress of quantity and understress of the comprehension of any design of psychological/sociological impact on the learner. Our conscious effort to control things, obviously derived from the dictates of the high gurus of classification, cataloging, and bibliographic access, unconsciously led us to forget the objectives of such control. We have rarely thought to inquire into the degree of functional access the client -- the child encounters in utilizing our control system. Albert Einstein observed that the perfection of means and confusion of goals characterize our age. A child looks for information on the "weapons in the Civil War" -- and what access road does he find? His access road is so rigidly predetermined by our control systems that his path becomes intolerably difficult, frustrating, and needlessly encumbered.

Thus, in our war to gain the <u>things</u> we saw (or were told) we needed, we somehow lost sight of the child, the program, the reason for it all. Or we succumbed to the mind-blowing obsession of linking behavioral objectives to curriculum and to collections, with little or no relationship to the client -- the learner.

2) The second symptom of dysfunction is the easily assumed but not readily <u>performed</u> role of media specialist. The "assumed-role" delusion is basically a superstructure built on a doubtful belief, a masquerade instead of a reality. In the professional, it is most clearly manifest, currently in unthinking and unquestioning quasi-acceptance of the media world. By that I mean a failure to understand communication theory, a total lack of media sophistication in the application of the utilization of differing modes of sensory perception to achieve experiential goals. We confuse owning media artifacts with having the expertise to differentiate among their several outcomes. The print bias of our education, our experience, our very lives encumbers us. How many of you really believe that there is no intrinsic hierarchy among the media? How many of you are free from applying this print bias as you approach any other mode of communication? Jussim writes:

> Excessive emphasis on print-literacy, to the almost total exclusion of training and enlargement of other modes of apprehension, may result in deep frustration and a serious sense of alienation from the 'real world.'[1]

In analyzing studies in communication and nonprint media, Birdwhistell comments:

> Most research and, by examining grant applications, most continuing research in communication is around the aural-auditory or written modes. When other modes are considered they are generally lumped into categories, such as non-verbal, or emotionally expressive behavior and often seen as physiologically determined, involuntary, and at best merely modifiers of aural-written communication.[2]

In the same work he states:

> Studies of communication have been almost exclusively concerned with the efficacy or aesthetics of the passing of information novel to its recipient. Such approaches have inevitably obscured the central integrative and maintenance function of communication.[3]

Certainly one has only to take a random glance at both research and the reviewing literature to see evidence of the content orientation, the type-font criteria, and the almost total absence of literacy in nonverbal modes. In the traditional patterns of education, the child encounters the sumbolic codes of type-font, writing, and mathematical symbol. We provide experiences to enable the child to translate meaning from one code to another. The most obvious illustration of this is the child reading aloud. However, we by-pass other codes such as film, slide tape, body movement, etc. and provide little or no experience that helps the child or reflects awareness of the very structure of the mode. Birdwhistell comments:

> We know much more about how to read and write than we know about what portion of experience those skills permit us to transmit. . .[4]

Merely showing a few films, especially if they have been selected by someone with a print bias, will not help the child. If one accepts and believes in media, then the need for a unified program becomes self-evident. The planning of learning strategies for the child, the client, is rendered a superior input-output.

The supervisor may accept unified media programs at the building level but reject them at the district, system, or county level. The consequences of such a decision can be extremely serious, if not totally destructive. One has only to raise the now dreaded phrase, "accountability and PPBS," to startle the system level operation into reassessment of such a decision. Professional time is too valuable to be

wasted in needless duplication of effort, noncommunication, or envious jockeying for power positions. In order to influence and service the building level, the system operation must function in a parallel fashion. In order to fully influence and effectively service the total system at the system level, the unified approach is mandatory. However, when system level personnel merely role-play as media specialists, crisis, trauma, even the unexpected can easily precipitate role reversal. A quick sampling of the findings of behavioralists verifies this and warns us of the inevitable deterioration of people consistently placed under such pressure.

3) The third symptom of dysfunction is the prevalence of mismanagement of professional energies and human effectiveness. The greatest problem among supervisors is they do not recognize their need for management skills. The supervisor possesses an explicit or implicit theory of supervision that, when applied, may be either beneficial to or destructive of human resources.

There are a variety of systems or managerial styles that might be explored: (See McGregor, Argyris, Herzberg, Pare, and Glasser). Let me pause for some exploration. Please respond to the following sentences by placing an A before the sentences with which you agree and a D before those with which you disagree.

1) The average person is lazy by nature--he works as little as possible.

2) Subordinates are by nature resistant to change.

3) Making people feel important strengthens the manager's effectiveness.

Your responses give some (albeit limited) indication of whether you are a Theory X or a Theory Y supervisor. A Theory X person is one who believes in explicitly directing staff, simultaneously denying both the good intent and the potential for creative input of the staff. In other words a Theory X person belives that staff is inherently incompetent, lazy, and unreliable. A Theory Y person belives that staff is willing, eager, and able to contribute significantly to the accomplishment of set objectives and even to determine satisfactory and appropriate objectives. In other words a Theory Y person believes in participatory management.[5] The first two sentences are obviously Theory X, but the third is deceptive. "Making people feel important" is really Theory X thinking. Livingston has stated that, "A manager's expectations are the key to a subordinate's performance and development."[6] Revelation of yourself as a Theory X manager can come as a shock.

Often any attempt at change or alteration of direction, even becoming goal oriented, appears threatening. Lippitt has summarized the most important reasons for employee resistance to change:

--The purpose has not been made clear
--They were not involved in the planning
--The appeal for acceptance of change is based on personal rather than organizational reasons
--Habit patterns of the group are ignored
--Communication regarding the change has been poor
--Fear of failure
--Excessive work pressure is involved
--The cost appears too high, or the reward inadequate
--The present situation seems satisfactory [7]

To this list I would add: The subordinate considers the change stupid, ill-planned, wrongly conceived -- and is often right! Thus, mismanagement of professional energies and resulting decrease in human effectiveness have led to untoward outcomes of personal conflict. No educational system can afford such wastages of talent and no taxpayer will continue to support a system that effectively reduces the efficiency of the people employed therein.

How can these three phenomena be made functional? Let me outline some approaches which of necessity point toward re-education as the clue to supervision in a unified media program.

Education and retraining are essential to the development of any competent professional. We must immediately rethink our definition of the "media specialist" -- begin to question what specializations, talents, etc. will differentiate among the variety of "media specialists." The formal educational process is available to all supervisors. The fact that supervisors have the appropriate entry credential does not remove the obligation to continue their education. The quasi-formal and informal education provided by special Institutes, State Agencies, and Professional Associations are valid avenues to explore. I would suggest your examining those areas of knowledge that might be relevant to your present and future needs: law, accounting, architecture, urban studies, community access, and environmental design are a few examples. The professional association is a positive and useful tool to the career-oriented professional. AASL is a national vehicle of professional expression; you cannot afford to ignore it. AECT is a national vehicle of professional expression; you cannot afford to ignore it.

My second approach is the serious consideration of the concept of accountability in budgeting. Any of the accountability systems have potential problems which must be solved. To sit and wait for the inevitable bureaucratic fall-out of mandated forms and undigested formula is suicide. We, as a profession, remained aloof in the past when change occurred -- we suffered and are still suffering for it. Don't let it happen again! (PPBS, for example, is something useful to us, if only to redirect us into seeking goals and objectives as well as seeing the need for measurable devices for evaluation). Any supervisor who ignores accountability should consider resignation. Planning and setting functional priorities and designing measurement tools that do not now exist are the proper business of the professional community.

My third approach is the two-pronged use of communication channels that exist, the exchange of information among the professionals within the state, as well as from state to state. This would include data on tenure rights, union affiliation, even sexism in organizational structure. The second prong requires intense dialogue amoung all of us. New technologies are available and we are not adequately prepared. CATV is here and what are the real questions? How will it function in the school environment? What is our role as media specialists? How is the client, the child, to be prepared for this? To date, most response in libraries are derived from the great, golden laws of librarianship: story hours, reference service, book reviews. What serious exploration of the medium of television has taken place?

The fourth approach I would suggest is the study of the true clientele of a unified media program. We need to reaccess some age-old, accepted traditions of what constitutes "good service," "good selection," "good circulation policies." We have established endless variants of materials evaluation committees. We review again what journals already review, and the difference is not significant. Why do we bother? The most viable alternative to these inadequacies is a strong, new approach: issue orientation. Examples: violence as the child meets it in a mediated world, sexist reenforcement in primary materials, cultural shock and futurism, survival in a science fiction fantasy reality. Issue orientation allows the supervisor to coordinate all avenues of sensory perception and learning modes around a single theme. As a result, the communication linkages established between modes allow greater flexibility to answer the child's needs by whatever means seem appropriate. It is not the <u>thing</u> but the <u>idea</u> that the child is pursuing. The

child's ability to respond to quickly shifting stimuli is greatly enhanced, and his perceptions are heightened, if his mind is free to pursue a subject without the intervention of predetermined hierarchies of excessive controls. The child is free to develop visually, orally, and aurally. Issue orientation permits us to determine some of the questions we need to be asking about access, design, availability, and environment.

My fifth approach is a strong plea for understanding and acceptance of media. Visual/aural literacy is a failing in most of us -- we are deprived -- encapsulated in our type-font box. Break out and see, hear, touch, smell, feel! Certainly sensitivity training and group therapy offer ample evidence that people recognize the need for a means to confront what media are and what they do to us.

Last, as a supervisor, you must be in the forefront of those whose responsibility it is to examine society. You cannot wait for detailed explications and directives. You cannot continue to permit the software manufacturers to examine society and determine what is needed in terms of what will sell. You must exercise your talent as a creative person, as a professional directly concerned with and linked to the educative process. For example, in a creative assessment of the tactile development of the child, you might explore the relevance of games, toys, body movement, and dance as natural media programs.

Games and toys may provide for the extension of the child in terms of his existential experiences, that is to say, his sensuous, tactile, and manipulative skills, his communication and sociability, his fantasies, his dreams, his logical and deductive reasoning powers. In reflecting on the utilization of games and toys in the environment of the school, ask some of these questions: How are the design and aesthetics of the game related to tactile development? What are the space-time variables? What is the structure of the game? Is a game a toy or a toy a game? To what extent does the reversal of roles in an individual game add something needed by the child? Is the game complete within itself or does it need the player? Is there a hidden structure of flexible elements in the game?

Your examination of society must encompass direct confrontation with the real world, the existential experience of the child. Le Corbusier, recognized as a creative genius, nevertheless overlooked cultural differences, personal habits, and life-styles in planning a new city in India. The very dignity of the child requires individualization. We are not

unlike Le Corbusier; we seek to impose our creative genius in the educative world as if it were the sole means of survival for the clinet. In the process, we overlook the cultural and societal heritages of the individual. Merely look at the destruction of natural communication modes by the replacement of the type-font. If educators are seeking communication as a goal, we are in error if we continue to look for bigger and better ways to make individuals conform to one model means.

Every system level operation should have a functional community resources "hot line." We need to utilize the total range of human and material talent available in order to survive with any modicum of success. It is possible to convey to the child an understanding of any potential resource. The museum is one such vehicle and, in presenting it to the client, we need to convey some of the reality that makes this a vital part of our heritage of communication. In attempting to do this we must explore for ourselves what a museum is: the confrontation between the child and the physical and aesthetic experience.

What is essential is that we must acquire an accute sense of and sensitivity to VISION. To supervise school media programs and children without this is tantamount to atrophy. Toffler says: "For some the future is arriving too soon." We must look to the future, we must re-train our sights on our most valued and esteemed client -- the child. We cannot continue merely to teach the child the past without simultaneously helping and directing the child to grow into the future. Recall to mind these words from the Plowden Report:

> Children need to be themselves, to live with other children and with grownups, to learn from their environment, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word, to be human beings.[8]

The unified media program, based on a true belief in the efficacy of media modes and on the institutionalization of issue orientation as a primary focus, with recognition of the true identity and characteristics of the client, will renovate and revitalize the entire educational process.

FOOTNOTES

[1]Estelie Jussim, "Confronting Our Media Biases: The Social Dimensions of Media Theory," School Libraries, XXI (Summer, 1972), 16.

[2]Ray Lee Birdwhistell, "Communication Without Words," L'Aventure Humaine, (1968), 14.

[3]Ibid. 7.

[4]Ray Lee Birdwhistell, "Human Communication and Human Potentialities," in Exploration in Human Potentialities, ed. Herbert A. Otto (1966), 309.

[5]Douglas McGregor, The Human Side of Enterprise. (1960).

[6]J. Sterling Livingston, "Pygmalion in Management," Havard Business Review, (July-August, 1969), pp. 3189.

[7]Gordon L. Lippitt, "Managing Change: Six Ways to Turn Resistance into Acceptance," Supervisory Management, XI (August, 1966), 22.

[8]Plowden Report: Central Advisory Council on Education, Children and Their Primary Schools: Volume I, the Report; Volume II, Research and Surveys (London: H.M.S.O., 1967).

Mrs. Lore Howard

CHIEF

Bureau of School Libraries

New York State Department
of Education

PLANNING SCHOOL LIBRARY MEDIA PROGRAMS AND BUDGET

I am pleased to be able to share with you my experiences in educational planning in New York State. Although my experiences are at the State level, the process is equally valid for the supervisory level as well as for individual school library media centers.

Definitions of planning vary from planner to planner. Simply making a list of things which you hope to accomplish during the week is a form of planning, and many of you may have used this method successfully. However, the simple solutions of the past cannot deal effectively with the complex problems of the present. If you have any background in economics, you are aware of the concept that people and societies have unlimited needs and that the resources to meet those needs are always limited. In both our professional and our personal lives, as soon as one need is fulfilled, another is created to take its place. Our goals and desired outcomes in education have gone far beyond the traditional objectives of teaching children to read, write, and cipher. Concomitantly, the resources required to accomplish these broader goals must be allocated with ever greater care. A systematic way of determining the best allocation of available resources to accomplish the most desirable goals is needed. One answer to this problem has been PPBS, Program, Planning, Budgeting System. Although PPBS has come under attack when applied to achieving social goals, the basic premise of accountability; i.e., the ability to show that the programs and activities undertaken have indeed furthered the goals of the group or organization, is worth examining and adapting.

As a systematic process, planning involves these steps:

1. Assessment -- Before plans can be made, it is necessary to have a clear picture of what the needs are. In terms of a school library media program, it is not sufficient for the library staff alone to make this assessment. Students, teachers, and administrators, the users of the materials and services, are in an excellent position to provide data about present strengths and weaknesses.

2. Goal setting -- Based on the needs assessment, broad goals are developed. Goal statements are generally the responsibility of the policy making body of the institution. In effect, they state the purpose of the institution. For example, the Board of Regents in New York State states the following as the purpose for the State Education Department:

> To guarantee that each individual of the State is provided with the opportunity for sufficient formal education to enable him to develop skills and attitudes and acquire knowledge necessary for the successful functioning as an individual in society; to enable each individual to make constructive choices regarding his future, educational, and career plans, and to offer to and profit from continued occupation education and/or advanced academic and professional education; to take advantage of continuing educational opportunity outside the formal educational system; to benefit from the use of cultural resources; to enjoy an intellectually and emotionally rich and productive life; and to equalize opportunity for quality occupational education so that all persons can develop the abilities, skills, knowledge, and attitudes required for employment and career advancement consistent with the capacities.

   You can also see from this that goals generally do not have a specific time reference.

3. Setting objectives -- Objectives are based on the broad goals, but they are much more specific and always indicate the time within which they expect to be accomplished. In a few minutes I will indicate

some of the objectives of the Bureau of School Libraries as related to the broad goal developed by the Board of Regents.

4. Developing alternatives -- Once the objectives have been stated, it is necessary to identify the programs which may be undertaken to achieve those objectives. Each program alternative will then consist of a number of activities, each of which will require certain resources in terms of dollars and manpower. The final step in developing program alternatives is to state for each alternative the expected outcomes or accomplishments if the activity is undertaken. These outcomes should be stated in such a way that it will be possible to measure the effectiveness of the activity at its conclusion.

5. Choosing the alternative(s) -- Decisions can now be made based on comparative costs and expected outcomes as to the most effective way of achieving objectives. It may, at this time, be necessary to limit the objectives or to extend the time frame of some of them in view of the resources available.

6. Workplan -- Once the program(s) and activities have been determined, a written workplan must be developed. Such a workplan assigns specific responsibility for carrying out the various activities, identifies the resources needed, and establishes dates by which each activity will be completed.

7. Evaluation -- If this process is to accurately reflect the work of a group of people, the plan must be periodically reviewed. Has sufficient time (that is, manpower) been allocated? Was the estimate of resources needed accurate? Was the outcome of the activity the same as stated? Were additional activities undertaken in response to crises or short range needs?

8. Modified plan -- Invariably activities have been undertaken that either were not planned or required more resources. Objectives, programs, and activities must be periodically adjusted to reflect changed conditions.

How does this systematic planning apply to those of us who work in public agencies? At both the State level where I work and the county level which is your responsibility, the

goals are developed at a higher level. They may be set by the Legislature, the Governor, or the state education agency. In many cases, the goal statement may be made more specific by a priority indication of areas of primary concern. In addition to the goal statement of the Board of Regents of New York State which I shared with you, the following areas were singled out for priority consideration: reading, drug education, regionalism, and New York City decentralization. The Bureau then identified objectives which it could reasonably achieve and which address themselves to the priority concerns. For example, the Bureau objectives focusing on regionalism stated, "The Bureau of School Libraries will strengthen the capacity of local and regional school library programs to support the reading program through stimulating and motivating the desire to read," and, "to plan with Boards of Cooperative Educational Services and other regional agencies the development of a school library network providing an intermediate level of school library service."

Before I speak specifically on what this means in terms of dollar planning, I'd like to make one other point about which I feel very strongly, and that is using this planning approach as a vehicle for participatory management; that is, collaborative planning. Ideally, objectives should be set collaboratively with everyone who is involved participating in the process. In this way both your staff and your clientele gain a sense of ownership. They know where their piece of the action fits, and have a much greater degree of commitment to the program ultimately undertaken. I would think that at the system level it would be very effective to have advisory committees who develop your systemwide plan with you. In this way they will know precisely why, for example, you can't run a workshop for the county next year. They will have helped identify the priorities which result in the available dollars going into another program.

You did some reading for your homework: The Robert Wedgeworth article and Jim Liesener's work. I won't repeat the things that Wedgeworth said in his article. Basically you will find that he lists the same kind of planning steps that I have outlined for you and gives you the central concept of PPBS as being that of accountability. Not the kind of accountability that relates strictly to dollars and cents and enables you to say at the end of the year to your superior or to your public, "Yes, I have honestly spent this money for x number of books or x number of people or x number pieces of furniture." Rather this concept of accountability shows how the programs and the activities undertaken during

the year have furthered the goals of the group or organization so that you can say, "Because we have undertaken this program, this goal of the institution has been carried this much further along." It also forces a look at the appropriateness of goals and objectives. In Jim Liesener's work you'll find that the major emphasis is making you aware of the difference between means and ends. When you state that you have a goal of achieving one media specialist for five hundred kids or acquiring six thousand volumes in every elementary school library, this is not a goal. It is a means to a goal. The confusion is clarified substantially by employing a planning process that forces you to look at what your real goals are rather than looking at what the means are to achieve those things. Both Jim Liesener and Robert Wedgeworth point out the weaknesses of PPBS in terms of education. We have a great deal of difficulty in stating objectives in measurable terms. We know we want kids to appreciate and to understand. Yet understanding and appreciation are very difficult to measure. It is also difficult to measure the services which a library media center gives to its public. Circulation can be counted but doesn't tell much about what effect a book or record had. It is admittedly much more comfortable to say, "If we were selling automobiles or producing yachts it would be very easy for us to measure our output and the resources which were required to reach our objectives. It simply can't be done for media programs."

I submit to you that this is a cop-out. Very often we don't really know what it is that needs to be done. We haven't asked ourselves the questions, "What do kids need? What do teachers need? What do administrators need in terms of the services of a school library media center?" Very often we don't even know what we are expending time for. We go through a pattern of activity that is not focused on achieving anything. We are simply doing the things that we've done traditionally and very rarely do we sit down and say to ourselves, "I am undertaking this activity in order to achieve that specific outcome."

We tend to do what we learned in library school. Because it's always been done, we tend to repeat the dogma and the litanies we have learned. How often have you heard, "My goal is to achieve the standards." I am not sure we always know why, but we do know it is a good thing to achieve the standards. We continue to say, "My administrator doesn't understand me or I can't get his commitment." We continue to fill up the day with activities simply because the day is there to be filled up. I am afraid Parkinson's law applies to many of us: "Work expands to fill the time available." I doubt that we budget our time any more effectively than we budget our money.

If we are going to have programs that do make a difference, programs that make a difference to kids and make a difference in education, we must have clarity on precisely what we are doing, what our primary areas of service are, and what our users expect them to be. There will not be concensus on the priority functions of a school library media program between users and librarians. Working with Jim Liesener on the instrument we will be using this afternoon, Jim and I have a difference of opinion about what the school library media center should be doing. I place high priority on some services that he doesn't feel are that important. Each local or system situation is different. Taking various perspectives into consideration, unique determinations have to be made as to what services can and should be undertaken for that particular group of users. And in the final analysis, priorities have to be assigned.

In some of the literature that we read and write about ourselves, we are all things to all people. We can carry the whole load. It should be obvious that this is not possible in terms of resources available to us. Regardless of how difficult it is, priority areas of service must be decided upon. This is going to be our major task today. We will familiarize you with a process whereby you are forced to assign priorities and then give you a chance to work with it. You will be given an extensive catalog of service outputs of a media center. You will have to make decisions as to which services should receive major emphasis.

Before putting you to work, let me return for a moment to New York's modified program planning budgeting and give you one example of the process as we experienced it. The Regents' goal for New York City decentralization states, "New York City has a public school enrollment of approximately 1.1 million pupils. In the past two decades the total population of the city has remained fairly stable at about eight million. However, the composition has changed substantially, with many relatively affluent persons moving out, while large numbers of relatively poor Black, Puerto Ricans, or non-English speaking immigrants come to New York." Since the enactment of the 1969 New York City Decentralization Law, the Regents have reviewed continually the progress made under that law. The Regents believe that the form of government should be changed according to their recommendations for a Commission of Education. In addition, the State Education Department staff must become much more concerned about and intimately involved with the myriad, unique educational problems with which the city is beset. The past year has been one of continued educational, managerial, and financial crises of unpre-

cedented proportions, and the outlook for the coming year, despite the sincere efforts of thousands of talented and dedicated lay citizens and professionals, is bleak. This was our charge, our institutional goal. As a bureau, then, our objective became, "to develop collaboratively with New York City community districts creative patterns of school library service responsive to the unique needs of their teachers and students." We sat down as a total staff and tried to work out some alternative ways of doing this. We could work with the staff at Central Board Headquarters at 110 Livingston. We could undertake visiting all the districts and working with the system level personnel. We could set aside special Federal funds for New York City. We could work with a limited number of districts. We could do a study. We could plan some inservice activities such as those we are engaged in here this morning.

Historically, the Bureau has worked with Central Board staff. However, we felt that this was too far removed from the individual child in his school for us to make any real impact. To visit all the schools is out of the question. We have a professional staff of nine people of which eight are in traveling status. To cover a million pupils is simply impossible in terms of man hours and travel dollars. Of course, Federal money is very helpful. But money alone was not the answer.

The alternative we finally chose was to work with a limited number of districts. We chose four districts which exhibited the special problems of New York City in terms of student population. We would gather data on the basis of this sample of districts rather than conduct a study. This could be done with the manpower and the dollars available. This plan would also enable us to work with local staff to help them develop for each district a library media program that would be uniquely responsive to the needs of that district.

As a second activity, we would undertake a series of urban forums. These will be conferences designed to increase the competency of the district librarians and district school library supervisors.

How will we measure our expected outcomes? We can measure the number of inservice activities that result from the urban forums. In other words, if we actually do increase the competency of the system level personnel in New York City, then they should in turn begin to work with their building level personnel. This can be measured in terms of how much that activity actually happens.

Our next task was to assign our resources. We found that we would need 120 man days, a man day being 7½ hours, to work with the identified districts, to write the reports, to make telephone calls, and so forth. We assigned an additional ten days simply for planning time for meetings in New York City, as well as for staff time in Albany, a total of 130 days for this year. The dollar requirements are primarily in the area of travel, and we calculated a per diem cost there, based on four days in a district. In addition, we set aside funds for temporary service to bring consultants in to the urban forums. These will be people from other large cities who can share successful practices with the New York City staff. In New York State our fiscal year starts on April 1. If you do the arithmetic, you see that we are at mid year on October 1, a logical time for the next step-evaluation. In terms of the program of activities just outlined, we found that by October 1 we had already exceeded what we intended to do in New York City.

As we worked with the New York City districts, we found that we had not planned sufficiently for building level participation on ESEA II and NDEA III. Until now, proposals were always prepared at administrative levels; that is, not by the staff who work directly with children. Materials went into the buildings, but the planning was not going on in the building. We came to the conclusion that the only way we could have a greater effect on students was to get closer to the teacher, librarian, and building principal who interact with youngsters on a day-to-day basis. As a result we held four borough workshops to encourage building level participation. We established a four-man mini New York task force within the Bureau to assume the responsibility for these workshops as a team. In our planning meetings, it occurred to us that just having four people knowledgable about New York City was not enough. It was decided that, in addition to the task force, all staff members would attend one of the borough workshops to become familiar with New York City schools. Of course, this involved additional travel dollars plus additional time. So we exceeded by 20 days the number of man hours and, by a considerable amount, the number of travel dollars.

This much of the evaluation has been completed. We'll have a staff meeting tomorrow when I get back and, at that point, we have to make some decisions. Where are we going to get those dollars, and where are we going to get those man days? Are we going to visit fewer upstate districts? Are we going to go to fewer conferences and save the travel dollars there? Shall we cut back on the planned work of the urban forums in the spring? These are the decisions that will be made, not by me, not even by the New York City task force

within the office, but by the total staff. Everyone will be aware, for example, that we are not going to cover the AECT conference this spring because we would rather take those dollars and do a more effective job in New York City.

What does all this mean to you in terms of your responsibility? I can almost hear you thinking, "Yes, that is fine for a state agency but I really don't have much to say about the goals my superintendent and my principal set. I am not even sure they have goals. They just want the library to function."

I would wager that there is probably, in all your systems, an emphasis on individualization of instruction. With that framed as an objective, there are certain things that you can certainly do to achieve greater individualization of learning. What will that take in terms of your time? What will it take in terms of the space you have available? What does it mean in terms of dollars? And this leads into specific service outputs related to a goal, the outputs that you worked on for homework for this meeting. How can you relate these to individualization? It is now time to turn the workshop over to Jim Liesener, but before I do, I would like to take you through the planning process which brought all of us here this morning. The need assessment was done by David Bender with an advisory committee made up of a number of you who identified certain needs of this group. The goal was to increase the competency of school library supervisors in the State of Maryland in developing more effective school library programs. I would guess several alternative activities were suggested: issue a series of pamphlets, have a Statewide conference, work with the State School Library/Media Association, etc. The alternative chosen was a series of workshops to increase the level of competency in the planning and budgeting area.

Finally, state in measurable terms, what are the expected outcomes at the end of the day? Participants will be able to identify service outputs. Participants will be able to lead groups locally in the weighting process. Participants will be able to make decisions based on priority use and needs. Participants will be able, through more effective planning, to impact local budget decisions next year. Your evaluation of this experience should be based on these statements.

I hope the day will be as pleasurable and profitable for you as I know it will be for me.

James W. Liesener

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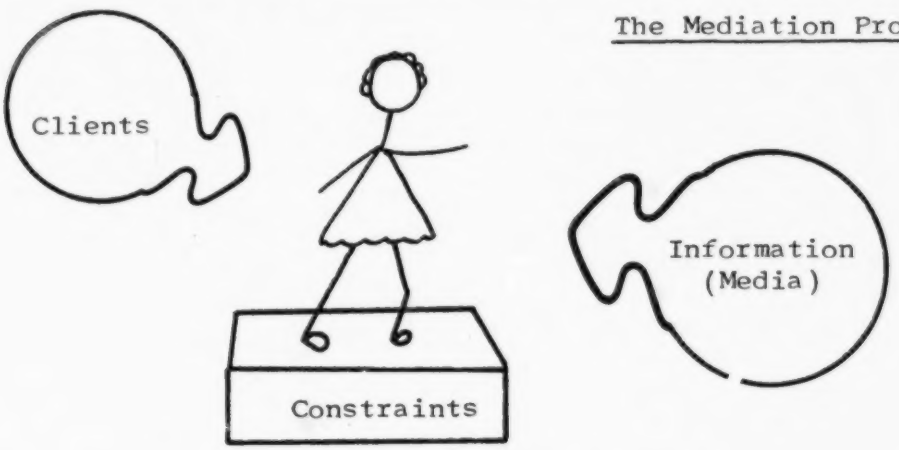
A PLANNING PROCESS FOR SCHOOL LIBRARY/MEDIA PROGRAMS

(Revision for publication of speech presented October 31, 1972).

The objective in this presentation is to provide an introduction or overview of the technique described in the technical report you have been given.* The instruments and techniques that will be mentioned and used later in the workshop are all included in the report which will have to be consulted for a more detailed explanation.

The general problem we are all confronting could be described in the following way:

The Mediation Problem



*James W. Liesener and Karen M. Levitan. A Process for Planning School Media Programs: Defining Service Outputs, Determining Resource and Operational Requirements, and Estimating Program Costs. Final Report of Project funded by the Maryland State Department of Education, Division of Library Development and Services. School of Library and Information Services, University of Maryland, 1972.

Our role here could be characterized as the mediation or the facilitation of the interaction between clients and information or media. The problems that we confront in performing this role are considerable and can be thought of as constraints on our capacity for carrying out our function adequately. Our ability to identify and assess the information alternatives available on the one hand and the relative client needs on the other, in order to provide the most efficacious match, is severely limited, both by lack of adequate techniques and methods as well as time and other resources.

The part of this problem that receives the least attention, however, is the decision process employed by the mediatrician in dealing with the problems. How do you make decisions when faced with this kind of dilemma? How do you decide what you are going to do? What is the best way to utilize the limited resources you have for the maximum effect?

A number of responses are possible. One would be to give up entirely and some have done this. Another would be to simply respond as demands arise, which is the most common response and which results in very haphazard service and, frequently, very inefficient and ineffective utilization of time and resources. A third response and, obviously, the one being promoted here is concerted and systematic program planning using what we can of such techniques as PPBS and systems analysis. However, we have not progressed very far in terms of actually developing our real capability in applying these techniques to school media program planning and managing or, for that matter, educational planning and managing in general.

The literature is resplendent with articles on accountability and the necessity for applying techniques, such as PPBS in the educational sector. There are few concrete suggestions, however, for overcoming the very serious problems of implementing, in a social institution such as education, management techniques which were developed in an entirely different context; industry, where it was possible to determine measureable outputs. Wedgeworth has elucidated this problem very well and specifically in the context of school library/media programs.* The critical need now is not for more preaching and rhetoric but for the application, adaptation, and development of solid management, specifically for school media programs so that the already existent good intentions can be converted into program realities.

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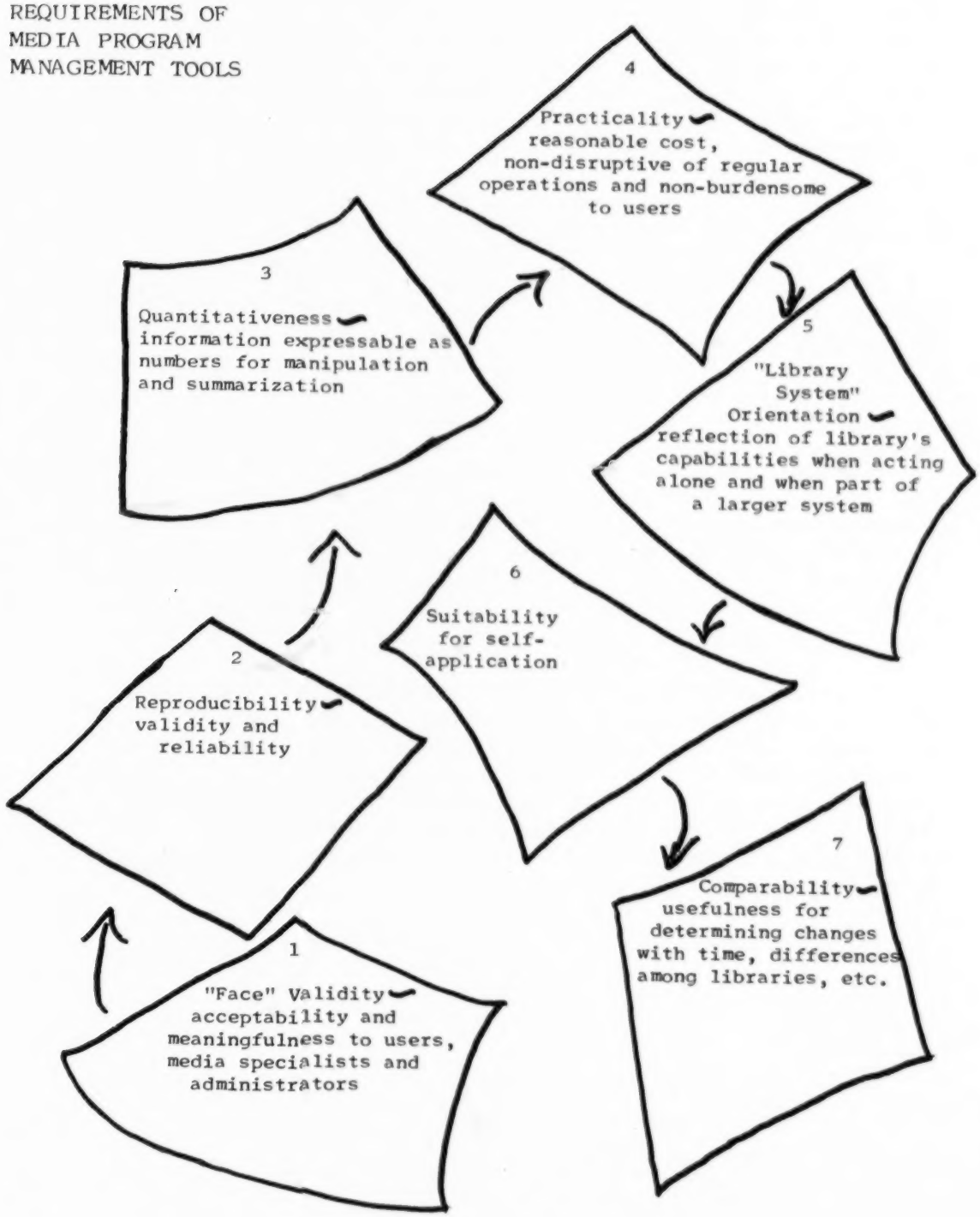
*Robert Wedgeworth. "Budgeting for School Media Centers," School Libraries, (Spring, 1971), 20:29-36.

The approach we took in attacking this problem, developing planning tools for school library/media programs, was a cooperative one. The State agency provided the impetus and funding for the project; the Montgomery County Public Schools cooperated in providing the test-bed and data required; and the School of Library and Information Services provided the manpower and management or research expertise. All three parties are also participating in the dissemination of the results of the project through continuing education or inservice workshops of which this is one. Another more extensive one will be conducted at the University this summer.

The objective in the project was to take the concepts and methods already available from other contexts and adapt these specifically for school media programs. The output of this project would be a description of a planning model and the techniques and instruments with illustrative data necessary for practitioners to actually use or implement these techniques. The follow-up workshops could then provide an orientation to the techniques which the participants would then be able to actually implement in their systems because they would have available all the instruments and instructions necessary to accomplish this. It was felt that the less adaptation and development necessary by the individual practitioner, the greater the chance that implementation would actually occur.

A word of caution is appropriate here regarding the criteria which should be incorporated in the techniques developed. Our credibility in education has been seriously damaged by our frequent practice of portraying as new panaceas ideas which sound good but are untested and undeveloped. This can be averted if the qualities or requirements indicated in the accompanying illustration are carefully considered and effected.

REQUIREMENTS OF
MEDIA PROGRAM
MANAGEMENT TOOLS


4
Practicality - reasonable cost, non-disruptive of regular operations and non-burdensome to users
3
Quantitativeness - information expressable as numbers for manipulation and summarization
5
"Library System" Orientation - reflection of library's capabilities when acting alone and when part of a larger system
6
Suitability for self-application
2
Reproducibility - validity and reliability
7
Comparability - usefulness for determining changes with time, differences among libraries, etc.
1
"Face" Validity - acceptability and meaningfulness to users, media specialists and administrators

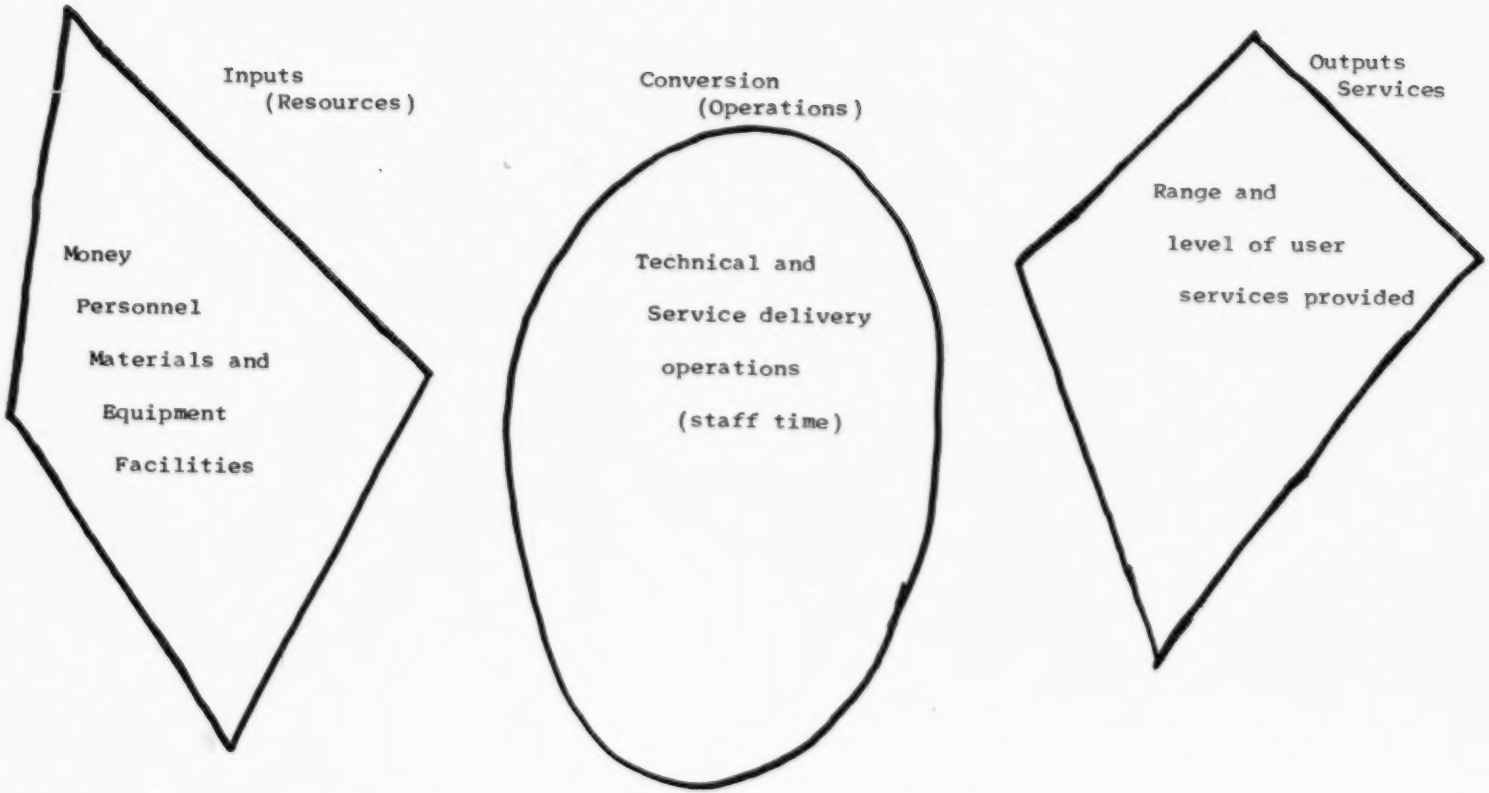
With this in mind, the project attempted to develop techniques for addressing the following program questions:

1. What specifically is a media program?
2. Realizing that resources are always limited, what services are most important or what mix of services is optimal for a given set of local conditions?
3. Who determines what is most important for a given set of conditions, and how is this determination made?
4. What operations and resources are required to provide a given mix of services?
5. How can clients be involved in the planning process to increase understanding and the use of the services provided?

The first step in developing the techniques was to characterize the media program in terms of a basic systems model. First this was done in order to differentiate, as discretely as possible, the various program components, and secondly in order to reflect, as clearly as possible, the specific relationships between the various component parts. Another objective in taking this approach was to facilitate means and ends distinctions. Possibly our greatest problem is our failure, even in our new standards, to distinguish our ends — what we are trying to accomplish — from our means, the resources we have and the technical operations we perform in order to achieve our ends. The current emphasis on accountability and pressure for the application of techniques, such as PPBS, dictates that we differentiate quite clearly our means and ends, and that we document much more explicitly the utility of our ends and the need for the requisite resources to achieve those ends.

The model developed to facilitate these distinctions is expressed in the following illustration:

MEDIA PROGRAM PLANNING MODEL



An effort was made to define user services, program outputs, or ends, as clearly and elaborately as possible. This was necessary to clearly distinguish ends from means, resources, and operations, so that the specific resource and operational requirements of specific user services could be made explicit. It was also necessary to determine the variety of raw materials and resources required for the various services and technical operations, essentially the application of staff time necessary to transform the raw materials into user services. This provided the framework for the development of the process and techniques described in the report cited earlier and expressed as a nine-step process in the following discussion.

SCHOOL MEDIA PROGRAM PLANNING PROCESS

Step 1 — Definition of Program Output Alternatives

Technique: "Inventory of School Library/Media Center Services"*

The approach taken here is to delineate the entire range of potential services expressed as functions performed from the user's viewpoint. Program output (or the ends of the media program) are clearly identified as services provided for the user and distinguished from resources or operational elements. The "Inventory" categorizes these services into six major service functions. Within each of these six discrete kinds of service, the subarrangement of services is hierarchical, moving from the least to the most service. This means services are expressed as a continuum with the provision of the materials or whatever for self help at one end and the complete performance of the service for the user at the other end. This approach helps to reflect levels of service in terms that have clear resource and operational implications. With this systematic list of potential or alternative user outputs, one can begin to consider which services from this total array are most needed in a given situation. The exhaustive inventory of potential services is necessary because preliminary judgments, regarding what is and is not appropriate or necessary at the present time are not very reliable and can easily be biased. The chances for obtaining useful user input regarding preferred services are also increased because the services are expressed in relation to what is done for the user.

*All instruments mentioned are described in the Report cited earlier and included in the appendices.

Step 2 — Survey of Perceptions of Current Services

Technique: Survey of staff and a representative sample of clients using the "Inventory of School Library/Media Center Service."

The objective in this step is to carefully assess the current level of staff and client understanding of services and to increase their awareness of the entire range of potential services. A secondary objective is to increase involvement of clients in systematic program assessment and planning and to establish a client and service-oriented posture on the part of the media center.

All media staff and teachers should probably be included in the survey and twenty percent, or as many as possible, of the students. The administrative staff should not be neglected.

An analysis of the data collected from this survey and a comparison of the perceptions of various groups will provide a fairly accurate picture of current understanding and misunderstanding of services; will identify areas where communication of services has been ineffective and needs improvement; and will reveal inconsistencies in perceptions and performance of services by various staff members.

From a number of surveys that have been conducted, an agreement of fifty percent between mediatricians and clients, regarding services offered, is about average. It would seem, therefore, that client understanding of media services is not very good and our communication efforts have not been very effective.

The instrument, used below the middle school level and with students with reading problems, needs considerable simplification or, better, should be used via interviews in order to obtain valid data. The educational affects of this technique also may justify using a larger sample than is really necessary to obtain valid data.

Step 3

Determination of Service Preferences and Priorities in Relation to Local Needs

Technique: Group Weighting session of clients and staff using the "Form for Determining Preferences for School Library/Media Center Services."

The decision regarding what will be done or what services will be provided in a given situation is rarely calculated very carefully and seldom performed consistently. This very likely contributes considerably to user frustration and confusion regarding the media program. Resources are always limited, although relatively so, and careful planning is necessary if the greatest user benefit is to be derived from the utilization of available resources. Services must also be limited to what can be provided reliably and dependably if user benefit rather than frustration is to be achieved.

The process for determining service priorities recommended here assumes that our capacity for valid needs assessment is inadequate and that authoritarian or subjective judgments on the part of the mediatrician alone regarding service offerings is inappropriate. It is suggested that systematic client participation in program decisions is not only likely to lead to better program decisions but also substantially increases the likelihood that services will be used and the program supported.

This step in the planning process can be described as a series of five sub-steps:

1. Administrative authorization is particularly essential here because time will be required on the part of the individuals participating; e.g., one day or the equivalent for the group session and administrator participation as well as support is needed.

2. Select a representative group of from ten to twenty students, teachers, and administrative staff, who have completed Step 2, for participation with the media staff in determining service preferences and priorities.

3. Participants are requested to individually complete the "Form for Determining Preferences for School Library/Media Center Services." This procedure requires them to allocate an arbitrary number of points among the entire range of potential service alternatives according to their consideration of the relative value of these services in meeting their own needs.

4. The participants are then convened as a group and, through explanation and negotiation, a group consensus is achieved regarding the relative values assigned to the various services. The same procedure is followed in the group session as was followed by the individuals in filling out the preference instrument. Considerable interaction occurs in these sessions with much clarification of the meaning of services and much discussion over the relative value of the various services for different needs and purposes. Trade-offs occur because only one set of priorities can be implemented. Therefore, there has to be some give and take.

A preliminary session, with students only, is desirable in order that an accurate assessment of student values is obtained and also to insure that they will not be intimidated in the group session with teachers, etc.

5. The consensus regarding the relative value of the various services for the given situation is then reported back to the entire client population. This is done in order to test the validity of the relative weights or values assigned by the smaller group and also to inform them of the priorities agreed upon. This, then, represents the relative value of the various services in relation to the specific needs of the given school program as interpreted by the clients themselves in cooperation with the media staff.

In addition to a systematic and consensual assessment of service needs and policies clearly documented, this process also stimulates a number of valuable by-products. The interaction and the resultant mutual understanding of instructional program activities and requisite media services which occurs is undoubtedly a valuable end in and of itself. The increase in service appetites, which inevitably occurs as a result of greater awareness of services and the utility of these services, is also a very desirable outcome and very much in our own as well as our clients' self interest.

A by-product which may be overlooked but which represents a considerable shift in approach, however, is the development of an informed client constituency. An informed and supportive constituency combined with systematic documentation of needs is certainly better strategy than our previously myopic and overly simplistic strategy of attempting to impress and influence administrators with vague generalities, good intentions, and faith.

Step 4

Assessment of Resource and Operational Requirements of Services

Technique: Data collection and analysis using the "Data Collection Form."

In order to determine what is feasible in a given situation, it is necessary to identify the resources and operational requirements of providing a specific service at a certain level. This is possibly the most problematic area in this process. The data we have available is not really very useful so it is a matter of collecting the data in such a way as to be able to relate it to a specific output. Particularly troublesome is the allocation of staff time and the documentation of kind and amount required for a specific service. The "Data Collection Form" suggests the kinds of data to be collected and a sampling approach to collecting it. Data collection is expensive, but at this particular time there is no alternative.

The determination of the resource and operational requirements and costs for specific services in the local situation is essential, and no generalized resource requirement and cost estimates exist which can be utilized particularly in the area of staff time. Some resource cost figures that are generally available can be used, but considerable local data collection is unavoidable.

Step 5

Determination of Costs of Preferred Services and/or Current Services

Technique: Completion of "Program Costing Matrix" for current service costs and/or preferred service costs.

The data collected in Step 4 can now be used along with salary and materials cost figures to determine first the expenditures for current service offerings and secondly the costs of the preferred mix of services at an estimated use or output level. The procedures for performing these calculations are detailed in the "Program Costing Matrix."

Step 6 — Calculation of Program Capability

Technique:

A. Comparison of current available resources with resource costs of preferred services.

B. Calculation of range and level of preferred services currently feasible with resources available.

The results of these comparisons and calculations will clearly reflect how many and to what extent the preferred services can actually be provided with available resources. This also provides a precise picture of what additional resources or funds are necessary to expand service offerings to any desired level.

Step 7 — Communication of Preferred Services Currently Feasible to Total Client Group

Technique: Group presentation of abbreviated "Form for Determining Preferences" indicating current capability.

The objective here is to inform clients regarding which of these preferred services will be provided and which will not be provided as a result of resource limitations. This should provide a clear picture, probably for the first time, of what clients can and cannot expect from the media program. It also generally stimulates requests and support for more resources in order to provide the additional services they feel they absolutely need. However, this expression of need and support is now directed at the administration and in this light is more constructive since it focuses upon specific needs for specific services. This also implies that with the understanding of the problem the need is for additional resources to provide these services rather than disinterest or unwillingness on the part of the media staff. This effort should certainly help to promote the attitude of the media program as a joint endeavor of mutual concern and benefit to all the parties involved.

Step 8 — Reallocation of Resources and Implementation of Changes in Operations to Provide the Range and Level of Services Selected

Technique: Use of information from:

1. "Data Collection Form"
2. "Form for Determining Preferences"
3. "Program Costing Matrix" to determine resource reallocations and operational changes needed.

In some systems there may be technical problems in making the reallocations necessary to implement the preferred services. Because of the use of formula budgeting and restrictions on budget transfers, it may not be possible to shift the resources to concentrate more heavily on labor intensive services, such as reference, rather than on materials intensive kinds of services. However, this documentation for more flexibility in budgeting can be a beginning toward accomplishing the changes in system budgeting and accounting procedures necessary to adapt media programs in response to individual and, possibly, unique instructional program needs.

Step 9 — Periodic Evaluation of Services Offered and Documentation of Changing Needs

Technique:

A. Repeat of Steps 2-4
B. Preparation of appropriate reports and resource requests utilizing this data for justification.
C. Changes in technical operations where performance inadequacies have been identified in the analysis of the data collected.

Periodic review is essential not only to accommodate changing needs of clients but also to identify performance problems in implementing the services agreed to by the clients and the media staff. A number of additional uses can be made of the instruments mentioned, particularly in the area of evaluation, but that is beyond the scope of this presentation.

The process developed here is a first attempt at providing the processes and tools necessary for mediatricians to begin to develop responsive programs more systematically and rationally and to provide more adequate documentation of what is done, why it is done, and what resources are required. It should be noted, however, that this approach can be threatening to some individuals. When clients participate in deciding program offerings and clearly understand what they have a right to expect, they are also in a better position to judge whether or not what was promised is actually delivered. The implementation of these planning procedures also requires time, and many people feel that this takes too much time away from actual doing. However, if we are going to justify and make the best use of resources in order to provide the maximum, appropriate services possible in a given situation, is there any alternative? Can you accurately and comprehensively intuit client needs and appropriate program responses and also document the validity of these intuitions with the precision and detail required by accountability conscious administrators and boards?

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HOW TO COMMUNICATE WITH PRACTICALLY EVERYBODY ABOUT PRACTICALLY EVERYTHING

(Remarks prepared and presented at an inservice workshop for the Maryland State Department of Education, Division of Library Development and Services, on November 30, 1972).

The title of today's remarks is stolen, of course, from a book by a similar name written by Barbara Walters. Not only is the title stolen, it is unreal and impossible. However, it is a problem worth contemplating and a solution worth seeking.

Obviously, we communicate in many ways with everyone in our lives. Some people are closer to us--both geographically and psychologically--than others with whom we communicate. Some communication is very formal, and some is pleasantly informal. Some communication we make personally in face-to-face relationships while other messages are transmitted in mediated forms to persons we never know or see. So today I must limit my remarks to communication we have on-the-job and, more specifically, communication with our colleagues.

As you analyze the job role, you could say that you communicate in four major directions, to four major audiences each of which is unique in important respects. Those four on-the-job audiences are The Boss or Bosses; The Staff or Those You Supervise; The Public or Those You Serve; and Your Colleagues or those with whom you work in a co-equal relationship. It could take a series of inservice meetings to adequately treat any one of these audiences. And much of what I will recall for you today can occasionally apply to all these audiences. But I would like to direct your attention and thoughts primarily to your colleagues.

Another delimitation on our topic today is suggested by Lee Thayer who has classified communication as one of four types: The Possible, The Serendipitous, The Inevitable, and The Impossible. The impossible is the message we will never get through to our receiver. Either we are not recognized or the receiver simply cannot "hear" the message. We frequently spend a lot of energy trying to inform or convince someone of the importance of selected ideas when, in fact, some condition precludes the communication to failure. The inevitable are those communications which we would normally make and which we cannot avoid. The content is usually routine reports and perhaps is essential to the other person's action; but we have virtually no control over or influence on the messages contained. Serendipity frequently enters into our communication, particularly the informal messages. We many times influence someone in significant ways through some information passed on at a critical moment in the other person's life. Yet, we can lay little claim to being a good communicator if the effect is happening without our conscious influence. The last type of communications, the possible messages, are the ones we want to consider today. Therefore, you should concentrate on your conscious attempts to assist your colleagues, to improve your own performance, and to aid your employing agency generally through communications designed to influence your colleagues on-the-job.

What are the major elements in any communication? One of the most frequent, most simple, and most useful frameworks is The Sender or Source, The Message, and The Receiver. Although communication models and theory provide much more detailed analysis than this, the three part analogy is useful. As you are communicating to your colleagues you should recognize that communication in the sense of effect or result only happens within the receiver. And the mind of your receiver, even a close colleague, is beyond your control at all times. If you are to be successful in communicating with your colleagues, the only controls you have are on yourself and on the messages you create. Therefore, let's concentrate on factors within yourself which are much like the mind and action of your colleague, and let's concentrate on factors within messages. If we can learn how we think and behave, if we can learn to interpret the receiver, if we can learn to construct improved messages, perhaps we can learn to communicate some things to those few but important people we call our colleagues. That is not communicating everything to everybody, but perhaps our colleagues are a more important limited target than is "possible."

Charles Osgood tells us that most people sort all incoming messages for one of three types of responses. Any time a message enters our perception, Osgood suggests we respond on one of these general levels: Sensory-Motor, Dispositional, or Representational. The "sensory-motor" response is the automatic reaction, such as withdrawing your finger from a hot stove. Almost everyone, including our most patient colleagues, have "trigger" words or ideas which bring automatic responses, usually negative. Five years ago many adults were incensed by short skirts and long hair; now since many of us have adopted a version of those styles, we do not have "sensory-motor" responses to those same images. Remember, when communicating with colleagues, to learn their automatic responses and tap only those "triggers" which are positive for your work and comfortable for your colleague.

All of us have "dispositional" reactions. These are our general attitudes, our tendencies, our psychological "set." Your colleagues respond to messages and their implications on the basis of their past experiences. Remember they may not like, enjoy, or be disposed favorably towards the same ideas, terms, tasks, assignments as you are. Communicate to them about those tasks and assignments which they do view favorably; if communication is required about unfavorable subjects, please try to be sympathetic and understanding of their viewpoint. It is not a matter of communicating "only good news." It is a matter of recognizing the other person's interests if you want to communicate successfully and effectively.

The "representational" level of response is the "highest" form and suggests thoughtful consideration of what are essentially new or complex ideas. Messages that bring terms or ideas which we do not immediately recognize are "run through our mental computer" for any existing frames of reference. We compare our new ideas to all our old experiences and attempt to classify the new experience. When communicating messages which contain ideas new for your colleague, provide a context for the ideas which will help your colleague understand. Give him enough information to suggest helpful references from his past experiences; organize the information so he may more quickly and more throughly understand that which is new to him.

Still another way to look at communications effects is to think of several layers of consciousness within the receiver. It has been helpful to me to conceive of my messages penetrating one or more of four levels: Perception, Understanding, Belief, Action. Each of these layers is like a cocoon wrapped

around each succeeding layer: perception comes before understanding; understanding comes before belief, belief comes before action. Obviously there are exceptions--faith proves us illogical but right every day. In addition, you must recognize that being effective does not require an action level response for every message we transmit. Perception, or reception in one sense, is sufficient in many cases. When we first say good morning to our colleagues, we merely seek to penetrate their perception. We want them to know that we are present (and we want them to know that we recognize them as persons). In other instances we may "plan a campaign" to get a message across to our colleagues. We know that you can't change anybody--very much--especially in a hurry. So we begin by merely mentioning an idea in casual conversation, then much later we embellish the idea for a short verbal introduction at a staff meeting, still later we may present a brief written proposal. And if the initial proposal is at least not rejected, we may prepare a full-blown detailed plan of action. We are attempting to penetrate layer after layer after layer of our colleagues acceptance.

It must be recognized that there is no automatic move to each succeeding level of response. I have read the Surgeon General's report about smoking. I know many of the facts which strongly imply that smoking is hazardous for health. I smoked two packs of cigarettes a day for almost twenty years. I <u>perceived</u> the facts. I <u>believed</u> the information. I <u>did not act</u> on it. When I stopped two years ago--I will never be able to say "quit"--I acted not on information or belief about cigarettes, I acted on the fear and worry my smoking gave to my family. Recognize that your colleague may indeed understand and even believe your messages, but he may not act on those communications. And recognize that he may be acting in ways you desire not in response to <u>your</u> message but in response to some other communication in his environment.

Some additional factors about communication come to us from our knowledge about perception in the psychological sense. No matter how your colleague responds to your communication, try to remember that he is seriously trying to make sense out of his world. He is not stupid, not ignorant, not even arrogant. He reacts constantly just as you do. You try to make your work, your life, your world seem rational, sensible, and stable in most respects. If your colleague lacks some information, he will literally and unknowingly invent information to fill the gaps. He must continue reacting and behaving in the real world, and he will invent that information he needs to make his world sensible.

Your colleague will--as you do--select those messages which seem most functional to him. He will "hear" in large

part those messages he wants to hear, those messages he believes important. He might even "miss" parts of your messages because he does not believe them or does not believe them to be important.

Your colleague--and you--will shorten any message which is long or complex. It will be reduced to manageable and comfortable size if it is to be remembered at all. Your colleague will shape and sharpen those points of importance to him. In addition, he will integrate your message with all the other messages he has. Thus your original message will be altered dramatically. You can help your colleague and yourself if you anticipate the way the original message will be shortened, sharpened, and integrated; perhaps you can help your colleague to convert the message in a way that will still reflect the essential meaning you intended.

Our colleagues not only alter the messages they receive, they expect and anticipate factors in the messages they attend. They expect messages to be clear and credible. You will never get an action response--at least an accurate action--if the message is not clear. You will never get action at all if the message simply is not believed.

Credibility questions may be raised about the sender or the message or both. The source of information must be believable. Believability has more than personal integrity to it. The source in most instances must be knowledgeable about the message content. All of us heard many show business personalities express opinions about the candidates and programs in the national elections. The sincerity of the show business figure may never have been in question, but the credibility of the personality speaking about government was frequently simply not acceptable. Remember, as you speak with colleagues, they probably have rather accurate knowledge about your special skills and abilities; they will most easily accept messages from you about those areas in which you are most competent. The credibility of the message is another facet for consideration. Receivers of messages check the content against their personal knowledge of the world. Your colleagues may have great faith in your competence, but your messages will still be verified against their own version of reality. If the message does not fit with their view of the world, the communication may be discounted.

In terms of clarity, we all seek messages which are unequivocal. Many times when we are communicating information or instructions to colleagues, we worry about giving offense. Instead of attacking the problem directly, we talk around it.

We never quite say what the situation actually is. This frequently further confuses or confounds the situation. If you want the message to get through, tell it simply and in a straight-forward manner. Just tell it. Many times your colleagues will appreciate the honesty. With care it is possible to be direct without being blunt or insensitive.

Much of our communication with colleagues can be classified as three types: information transmission, problem-solving consultation, and what I call "social glue."

In information transmission you merely relay that knowledge which is necessary for the operation of the agency employing you. These routine communications keep everyone up-to-date on current procedures and practices. Normal operations are processed through a cooperative sharing of accepted policies, facts, concepts, and principles.

In problem-solving consultation, you work with your colleagues to handle the unusual, the unexpected, the exceptions. Here you plan ahead and make trial-runs of anticipated difficulties or changes. This is an area where we frequently communicate with our colleagues too little and too late. I urge you to ask your colleagues for help with common problems. Ask them early and often. Share the problem and the solutions. To ask for help in a professional way is "we" oriented; it is "future" oriented, and it is "positive" in its benefits for all.

"Social glue" is composed of all the little courtesy expressions which bind people to people. The coffee hours we have at meetings like this are filled with "social glue." You may think: "This idle chit-chat is a waste of time. No information is being transmitted. No messages are being communicated. Let's get on with the world." Well, you do not have anything to "get on with" if you do not have the people with whom you work. There is no place to go unless your colleagues are with you. We all need to spend some time recognizing one another, making it apparent that we are glad to be together, reminding each other that we value each other as individuals regardless of the job. Now if you need an hour of verbal stroking each day, you are simply too dependent. And you will offer that amount of communication to only the rarest of colleagues. But a little "social glue" improves all on-the-job relationships.

Just a few quick final points about your communication behavior with colleagues. Try to meet--or exceed only slightly--the norms of your group. It may be clever to see everything

five years ahead of its time; it doesn't do you or the organization any good if you cannot get your colleagues to move on the ideas with you. Leadership is still in touch with the troops even when "up front."

Remember there is no such thing as the perfect communication. It simply never happens. Never, never, never. Not even this. You cannot effectively communicate if you are troubled by a failure to communicate completely and precisely as you hoped. It is an unrealistic goal. This doesn't mean you should be thrilled by small progress. It is intelligent to recognize some energy is consumed in starting anything.

Practice communicating with people. Think about them. Look at them. Look at their faces as they talk with you, as you talk with them. Hear what they say. Listen. Try to repeat to them what they said to you, not what you said to them. Ask yourself each week: Have I increased the number of times I communicated successfully this week? Don't count your mistakes. Count your successes. And try to increase the number each week.

Work consumes a lot of our lives. Colleagues not only can make it bearable; they can make it enjoyable. Communicate more effectively with them and you will enjoy what you do and succeed at it.

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THE SIGNIFICANCE OF NONVERBAL COMMUNICATION

The primary reason for recognizing the importance of nonverbal communication is to realize that we communicate in many different ways. We do it with our face and with our gestures; we do it in the way we stand, with our postures; we do it by the way we put our desk in our room; we do it by designating where students may travel and where they may not travel in the room, we do it through tactile touch, through physical contact; we do it through our eyes. We communicate in so many ways without words.

The idea of nonverbal behavior and nonverbal communication is so simple, so easy to grasp; why has its importance been neglected? My own experience has been that as easy as this concept is to understand, it is often very difficult to grasp personally. It is difficult for us, as a person, to truly understand how we are understood by others. It is difficult to understand what others are saying to us, not only with words but also without words.

Not only do words fail to carry the full impact and meaning of what we have to say, they are also used and misused badly, even by teachers and professors who are supposed to be masters of language. Our actions speak so loudly, words take a back seat to what is understood. People do more than just verbalize, and that something else counts a lot.

In our everyday contact with others we talk a great deal, but we also communicate extra information. We usually say something <u>about</u> <u>the</u> <u>person</u> when we say something to <u>him</u>. Saying something about him means that we imply an attitude; we imply that the person is what we have already decided. For instance, when a student is told to get busy, the teacher may convey that the student is lazy or needs to be told what to do.

How we do this is called nonverbal communication. A facial expression, gesture, posture, glance, vocal pause, or a dozen other actions can express the message. Make no mistake, the message can be very clear without the need to resort to words. Indeed, we often express information without words that we would never have the courage to utter verbally.

Anytime you say something to someone you probably also say something about him to him. You let him know how you feel. You will contaminate the message whether you like it or not, unless you are a computer or a robot. Unless you're extraordinary, you convey extra information whether you like it or not. This is a difficult idea to accept because most of us think we don't communicate extra information. Superintendents of schools say, "But I don't communicate nonverbally. When I talk to my principals and the Board of Education I keep an immovable face. I don't express much. I keep my eyes straight ahead. And I simply talk." My superintendent friends insist that not much can be observed from straight faces. But of course there is a great deal to be understood from any behavior. We're all observers of other people.

I have learned that we say more without words than we do with them. Indeed we say things without words that we would never have the courage to say verbally. We say to people: I don't like you. We say: I think you are dumb. We say: I don't think you understand. We say: I don't think that you are getting it. We say: You don't belong here. We give this kind of information with our eyes, our expressions, and our postures. Indeed if we were confronted with the accusation, "You don't like me, do you?" or "You don't think I'm doing very well do you?" or "You would rather have me do something else wouldn't you?", we would usually deny it and say, "No, not at all."

Let's have a little fun with our previous speaker because I could give my entire speech on his nonverbal expressions. Let me describe one of his gestures which helps me understand what he is saying. What he did is characteristic of most of

us. When he was saying this is something we need to understand, this is something we need to get, he would either point his finger up or he would give an upward and outward movement of his hand. When he would say, this is something "you" need to understand, he would point toward you with his index finger. When he was talking about telling his students what they had to know, he would extend his finger and hand outward. When he was saying this is something we didn't understand, he would point down with his hand or index finger. When we are talking about something we both need to get, we will point our finger and hand down toward the floor. When we say, this is something we missed, we also point down. When I'm giving what I call a "you" message, I'll point at you. What does all this suggest? Pointing is one of the most intimidating gestures in this culture. There are many gestures we express that intimidate and turn people off. We may not know why we have turned a person off, but we can tell that we have. I'm suggesting that one of the gestures that turns off other people is our pointing at them. When we talk and simultaneously put our finger in another person's face or in his eyes, we are delivering a "you" message. In this culture, we have terrific problems with "you" messages. In this communicative posture we are giving information that's good for someone else. It means giving information that "you" ought to know, "you" should do something with, or something that would be best for "you." That seems harmless enough but it isn't. A "you" message becomes a communicative problem because the person who is receiving the "you" message may be threatened by your motive and intent.

Here's an illustration: Imagine that you are a parent sitting in your living room at home. Your adolescent son is going out the door to a nearby house. It's sprinkling, and as your son begins to leave you say, "Aren't you going to take your raincoat?" Your sons says back, "No, I'm just going down the street."

"Well, don't you think you'll get wet?"

"Not much, because I'm just going to be three houses down the street."

"Didn't you catch a cold last year when you did something like that?"

It does infuriate someone to be reminded of past grievances but your sons says, "Dad, I'll just be a moment."

"What do you think we bought the raincoat for?"

Let's return to the nonverbal. The focus for nonverbal is me. It has to do with me. It has to do with the way I present myself and express myself to the world. It's a way of getting to know myself better. What I've learned is that I behave in a different way towards different people. After living with this idea for so long, I find that I am attuned to and very sensitive to my own behavior. What nonverbal awareness does is that it makes you aware of your own body. In general, our culture fails to deal with what we call body language. We don't have a way of talking about it very well. What I try to achieve at every instant is to be aware of what I am expressing nonverbally. This should not imply that I am always aware of everything all the time, but I absolutely delight in coming to terms with my own bodily responses with people I don't know and with people I do know. What does that mean? With different people I find that I lean forward, I find that I lean back, I find that I maintain eye contact, I find that I don't. I find that I look out the window, I find that I look at the floor. I discover, in other words, that through my own bodily behavior I behave differently towards different people. It isn't that this is not OK; it is OK! Introspection enables me to learn more about my own beliefs, attitudes, values, and my own perceptions of other people. For I know my own body reveals what my words may fail to communicate. My body language operates as a monitoring system of my own honest feelings and attitudes. The messages take care of themselves. They naturally occur. The whole thesis of nonverbal communication is that you will be found out, and that you will reveal yourself whether you like it or not. There can be contradictions and incongruities between what I say and what I do, what I say and what I express. So what I have to do is to come to terms with the fidelity of my own message system. I have to come to the truth of what all my messages are--verbal and nonverbal. Discovering implicit messages and learning about their meaning for me helps me to be more real and less artificial. In other words, I have an opportunity to learn what my own behavior means to me, as well as the possibility of trying to understand what my behavior means to somebody else.

There are some standard nonverbal behaviors that do signify certain meanings. While we cannot give unqualified definitions for these nonverbal behaviors, we can suggest that certain behaviors do signify communicative attitudes. Although I can't give you a whole dictionary of nonverbal behaviors and their meanings, I can present a few. One kind of nonverbal behavior that expresses a specific attitude is folding your arms across your chest. Folding your arms is ordinarily taken to suggest that you are cold or uncomfortable. But the behavior may also imply withdrawal, denial, or rejection. Conversely, you do not fold your arms in front of people whom you trust, like, and accept. You do not cross your arms in front of your wife or husband unless a situation arises which causes you to feel uncertain or defensive.

In our observations we see teachers frequently cross their arms. Teachers in classrooms will stand with arms folded in front of their class and wait for their students to get quiet and to come to order. And, of course, the teacher gets the very student response the teacher expects: students go sshsshsshsshssh. Then the teacher gives a verbal message which follows from the body behavior of folded arms; viz., "I've got all the time in the world," or "If you want to waste your time. . . ," or "Whatever time we miss now, we will make up later," or an elementary teacher will say, "We were going to go outside. . ."

I think librarians say sshssh in a special kind of way. It seems to be a part of the role expectation, and I think it has a quality of sound that isn't like any other sshsshs you will hear. When we acquire roles in institutional settings, we take on behaviors that represent our own expectations. While there's no effort here to stereotype librarians, I think they have a special kind of looking that only a libraian can give. A kind of an eye contact that can be devastating to a noise maker.

Imagine a librarian sitting at his desk. Someone walks by or says something and he gets that special look--up with the eyes which says, "We don't do that here." Or two persons are talking over in the corner and you can hear that special sshssh from the librarian. Or you can see the shaking of the head. You may also see a special kind of staring. In which,

for instance, if high school youngsters are making noise at a table, a special kind of look is given to let the offenders know that you know they are talking too loud. Once they know that you know then they will make a corrective response. What will make you angry is when they don't make a corrective response. There's a special kind of look which some librarians can give while others cannot. It's a look which says, "Am I going to have to come over there?" In this case the eyes operate unbelieveably to function as message senders and to convey information.

I should think that in your roles and jobs that the most significant problem you face is in undermining your own purpose. Let me be more clear: I come in to your library to request a book on philosophy. You say it's over at the 100's. Just by your response and attitude I'm supposed to understand your message because everybody knows the Dewey Decimal System. Someone says, "I'd like to get a book on sex. Could you help me?" By your manner and attitude, you suggest you're being bothered or that the topic they've chosen is inappropriate. What happens by the time the person gets to the shelf area is that he is so turned off by you that he doesn't even want the book any more. We become part of the problem. We think it's a straight, simple sort of thing. If you ask me for a book, I'm telling you where it is; you want it, or you don't want it. That's it. Human communication is not simple. We have to overcome the tendency to believe that communication is easy.

What we ordinarily do in this culture is to ignore each other. We don't nonverbally recognize others as being there. Have you sat on committee meetings in which you've been brought together with six or eight people? Someone convenes the meeting and immediately starts talking to two or three persons at the table. No one has even acknowledged that you're there. There might have been a ritualized beginning in which someone said, "Hello, glad you're here." But that was the end of your communicative contact for the next 45 minutes. Three or four of these committee members talk and look at each other but you sit excluded from the interaction. You sit for fifty minutes and never say a word --no interaction, no communication, no response--and leave. And someone has the presumption to say to you afterwards that he's glad you came.

The process of immediately understanding another and having the other understand us is commonly referred to as empathy. In fact, most of us believe that the most personal and valid kinds of information can be discovered this way. But, we rarely attribute our response to nonverbal cues. By reacting to the nonverbal cues of others, we pick up information which we use in deciding what to do next and in determining what our role needs to be. All of this activity seems so natural and spontaneous to us that we overlook the fact that we influence and are influenced by others through nonverbal cueing.

We constantly check on the fidelity of verbal remarks by reading the meanings that accompany nonverbal cues. It is much more "fun" to think that enlightenment is one way--that we are free to observe and read the behaviors of others with an open license. But the challenging dilemma which poses itself for us is that each of us also conveys information to others through nonverbal cues. If we choose to come into contact with others, then our nonverbal cues will be read for the meanings they reveal, whether we like it or not. Especially is this true for those who teach in classrooms and who communicate with students over an extended period of time.

Because we can hear ourselves when we talk, adjustments can be made in the intent of our verbal speech. Something can be uttered verbally and if it does not sound appropriate, information can be restated verbally. In a word we can correct our messages to others. Oral communication permits this marvelous facility for receiving instantaneous feedback in relation to what is said. In verbal communication, our very words become data not only for others but for ourselves. We can capitalize on our verbal utterances as sort of a feedback-loop to determine if our words meet our test of intent and meaning.

Feedback data from our expression of nonverbal cues are not so easily available, however, and the process is different. We cannot see ourselves when we behave. If we lived in a "world of mirrors," perhaps nonverbal cues could be as easily manipulated as verbal behavior. But, this is not the case--we have to rely on the reactions and responses of others in order to comprehend our nonverbal effect in the situation.

Nonverbal cues can be either spontaneous or managed and each of these conditions influences perceptions. While it is often difficult to detect the difference between the two kinds of cue-giving, nonverbal information facilitates any effort to understand others and to be understood. Whether we deliberately choose to react to nonverbal cues or whether we unconsciously do so, the crucial conclusion is that expressive cues influence communicative understanding.